

CHAPTER I

INTRODUCTION

This section consists of background of the study, limitation of the study, research questions, objective of the study, benefits of the study, and organization.

A. Background of the Study

English learning now widely spreads in Indonesia. Due to the importance of English, many people in Indonesia are led to study English, especially in formal institution both school and universities. In these two formal institutions the students are taught to master English skills covering listening, speaking, reading, and writing. However there is non-formal institution, namely tutorial program. In Indonesia this is commonly called *Bimbingan Belajar (Bimbel)*. As well as school and universities, Bimbel provides students the facilities to study outside school. It has purpose to help students to get better achievement for the subjects they learn in formal education which include English.

Learning English cannot be separated from vocabulary. Both productive and receptive skills need vocabulary. Productive skills which refer to speaking and writing require vocabulary in constructing and manifesting idea in a text both spoken and written. On the other hand vocabulary is used in the process of comprehending idea within a text on receptive skills (listening and reading).

Vocabulary deals with knowledge of word. Without vocabulary, there is no language can be learnt since vocabulary could be defined as a set of words or 'dictionary' (Takac, 2008: 4). Language itself consists of words, therefore it is obviously that vocabulary is a main component in language learning. It is necessary to develop students' English skills. However, in learning English, there may raise problem for the student. It is a common thing for students to find difficulty in applying English because of their inadequate vocabulary.

The problem of vocabulary is also found in Ririn Bimbel. Ririn Bimbel has English Program facilitating students for various grades including Twelfth grade. As commonly happens in English learning, the twelfth grade students in

this English tutorial program have problem on vocabulary. They usually get difficulty in memorizing English words. Therefore, they still lack of words knowledge. They often misspell and mispronounce English words during teaching and learning process. Furthermore, dictionary is often used by them in finding word meaning. All the vocabulary problems found in Ririn Bimbel are covered in the components of word stated by Nation (2005: 49). Nation states that in vocabulary, the learners are required to achieve the word knowledge which covers meaning, form, and use.

Actually, in learning language, especially vocabulary students require specific way in order to achieve learning objective well. They are expected to be able to determine their ability and find the way to optimize it. Therefore, they need to use specific learning strategies during language learning process. They may find and use the strategies either by themselves or their teacher's help. Thus, it is necessary for the students to be encouraged in using learning strategies.

The researcher chooses Ririn Bimbel because there is only one tutoring in the researcher's village and because pandemic makes the research limited to be done in school.

Learning strategies help the students find the best way to learn. It is because learning strategies can be chosen based on the students' characteristics. Here, their ability can be facilitated and developed well. Furthermore, most language learning strategies can be used for vocabulary tasks. Thus English classroom is strongly required to provide the students chance to use learning strategies in order to develop their vocabulary development.

Dealing with vocabulary learning, Oxford (in Fauziati, 2015: 29) states specific learning strategies which can be used by students, namely memory strategies. Memory strategies are used in memorizing vocabulary and grammatical items. These are important for vocabulary learning because the controversial issue and challenging in vocabulary learning is not its acquisition but its retention or the ability to access them when talking or writing. Therefore, Nation considers memory strategies as the most effective in vocabulary teaching

and learning.(Abbassi,.et al., 2018: 2). This type of learning strategies is appropriate to learn vocabulary since it goes in line with the process of how words are memorized in human mind. Memory strategy consists of several sub-strategies that can be varied by the students while learning words. All of them are specifically established to develop vocabulary.

Based on the previous explanation, the researcher was interested in conducting research related to vocabulary and memory strategies. The researcher was interested to find the types of memory strategies which were used by the students in order to develop their mastery of vocabulary in Ririn Bimbel. Therefore, the researcher entitled the research ‘Learning Strategies used by Twelfth Grade Students of English Tutorial Program to Develop Vocabulary Repertoire (A Case Study on Ririn Bimbel, Plosorejo).

B. Limitation of the Study

Based on the explanationon the background, the researcher limited the subject and the object of the study.

1. This research subjects are the twelfth grade students of English tutorial program in Ririn Bimbel.
2. This research object are the memory strategies used by the twelfth gradestudents in developing their vocabulary repertoire.

C. Research Questions

Based on the problem statement dealing with memory strategies and vocabulary, the researcher raised the research questions as follow:

1. What are the memory strategies used by twelfth grade students of English tutorial program to develop meaning?
2. What are the memory strategies used by twelfth grade students of English tutorial program to develop form?
3. What are the memory strategies used by twelfth grade students of English tutorial program to develop use?

D. Objectives of the Study

By conducting the research, the researcher expected to achieve the specific objectives. The objective is as follow:

1. To describe the memory strategies used by twelfth grade students of English tutorial program to develop meaning.
2. To describethe dominant memory strategies used by twelfth grade students of English tutorial program to develop form.
3. To describe the benefits of the memory strategiesused by twelfth grade students of English tutorial program to develop use.

E. Benefits of the Study

Benefit is the use which is got from the study. The benefits which are prospected in this study include:

1. Theoretical Benefits

This research provides general knowledge that could be used as reference for those who want to conduct a research and as input in English language teaching and learning process especially about learning strategies used by the students to develop their vocabulary repertoire.

2. Practical Benefits

a. The teacher

This research could be beneficial for English teacher in solving the problem faced by the students in learning vocabulary.

b. The other researcher

This research could be used as source of information and reference to the other researcher who do similar research, especially about the memory strategy used by the students to develop their vocabulary repertoire.

F. Research Paper Organization

The research paper comprises in five chapters. A summary of the content of each chapter is described briefly as follows:

Chapter I is Introduction. It contains the background of the study, research question, limitation of the study, objective of the study, benefits of the study, and research paper organization.

Chapter II is a Literary Review. It contains the previous study, underlying theory, and theoretical framework.

Chapter III is Research Method. It contains the research type, research object, research subject, data and data source, methods for collecting data, credibility of data, and technique for analyzing data.

Chapter IV is Research Result and Discussion. In this chapter the researcher analyze the data which were collected in order to find the memory strategies used by the twelfth grade students of English tutorial program to develop vocabulary repertoire.

Chapter V is Conclusion, Implication, and Suggestion of the researcher.